

## Chapter 1 *Building the Coalition*

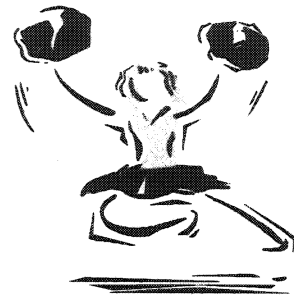
### Module 4: Building Teamwork

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#### Step Up and Step Out to build a strong team!

Coalitions are more effective when members and partners form a strong team. With good teamwork there is a sense of belonging...a social reward for involvement...and a pride in accomplishment.

How do you build a strong team? Cheerleaders help set the stage for excitement and support by pumping everyone up, getting fans involved and creating momentum to keep the effort strong.



But even the best cheerleaders can't create a winning team if there isn't a good game plan. The following actions are the game plan that builds teamwork!

#### **Actions for building teamwork**



1. **Communicate**
2. **Plan**
3. **Recognize**
4. **Build personal commitment**

#### **Communicate**

Communication is critical for people to become aware of the coalition and its progress. It should be consistent and accomplished in different ways...through newsletters, newspapers, phone calls, and e-mails. Communication can also take the form of reports, updates, and articles, as well as casual or formal conversation.

**Effective communication does more than keep people aware of coalition actions:**

- ♥ Member/partner expectations become more clear with two-way communication so that **win/win situations** can be identified
- ♥ The diversity of attitudes and goals becomes easier to recognize and address in coalition planning

**Communication helps to:**

- ♥ Prevent miscommunication
- ♥ Keep action items from falling through the cracks
- ♥ Provide opportunities to identify concerns

**Communication with schools**



Communication across the community is important. Because of the significant role schools play in the initiative, extra attention should be given to using communication to build very strong teamwork there. A school system can almost be thought of as a small community within itself, creating communication challenges. A good communication link connecting administrators/board members, teachers, physical educators, and food service staff is as important for the initiative as is communication between the coalition and all the school groups.

**Plan**

Planning is necessary to develop actions steps that are so clear and well detailed that they can be easily communicated. When team members can see action steps taken they recognize progress is being made. When actions result in success... there is another score for the team! Planning for ways to measure success will be important...otherwise how will it be recognized?

Planning is also necessary to incorporate the **win/win** situations that have been identified as being a key to coalition success. Taking time to plan solutions everyone can feel comfortable with is equally important. A coalition stands a very slim chance for success and survival when team members are divided.

## Recognize

It is important for cheerleaders to create team spirit by making people feel part of a group, but it is equally important to recognize individual contributions and accomplishments. The team spirit is diminished when team members feel “left out” or “unappreciated.”

Coalition leaders should be committed to making recognition a habit.



- ♥ Recognize partners and let them know they are appreciated at every opportunity
- ♥ Recognize to provide one of the least expensive, easiest, and most appreciated types of reward possible
- ♥ Recognize to create a reason for celebration

**Recognition with good communication and planning will do more to build teamwork than any other action the coalition can take!**

### Examples:



**Example 1:** The coalition in Happytown celebrates by taking a picture of the committee (or group) responsible for an accomplishment, posts it in the coalition’s “Recognition Book” (a scrapbook), and then submits an article for the local newspaper.

**Example 2:** The coalition in Greatcity has a “Happy Card.” Every time something great happens, no matter how small, it is written on a “Happy Card.” The cards are read and celebrated with a round of applause and recognition of the team. During times when results are a little slower than expected, the cards are taken out to remind everyone of all the past accomplishments.

**Example 3:** Photocity coalition takes group pictures of the coalition every six months and submits the photo to the newspaper with coalition accomplishments. Everyone loves seeing his or her picture in the paper!

## Recognizing schools

Recognition of schools and their role in the initiative shouldn't be dependent on the amount of time spent within the school, which will vary with the size of the community and school district. It may take less time and fewer actions to incorporate a school health initiative into small school district than a larger district where communication can be more of a challenge. Planning for recognition will also vary with the situation!



Ideas for recognition to reward schools are listed below. It should be noted that many of these ideas could also be used in other sectors of the community. While the following list is not all-inclusive, it provides suggestions for making your school staff feel a part of the "big picture:"

### Examples:



1. Plan for community newspaper articles or media coverage of school events and progress.
2. Present a "Step Up and Step Out" plaque to the school.
3. Frame a letter of appreciation from the coalition and present it to the school.
4. Recognize teachers or the food service director for special accomplishments in a newsletter, or some other media format.
5. Invite school administrators and board members to attend a "Thank You Day" at which they receive new, free resources from partners. Resources might include Food Guide Pyramid Sheets, new manual pages, cookbooks, or certificates to each teacher and food service staff member.
6. Initiate a "Get on the Band Wagon" event. Fill a wagon with objects such as healthy eating and activity pictures, artwork, or other classroom projects. If a wagon is not used, the display could be set up as a bulletin board.
7. Begin a Step Up and Step Out Baton. Pass a decorated relay from class to class as they participate in a project or create a new idea to support Step Up and Step Out.

8. Set up special displays at open houses, parent/teacher conferences, and other events that identify current actions and completed projects. Involve students and teachers to develop and man the display.
9. Have students write essays about health, or their feelings about the initiative and how it has affected them, their families, and their school. Display the essays at school and print in school newsletters. Try to get the best essays printed in community publications.
10. Build teamwork between food service staff and students by inviting food service staff to help classrooms write a "class" menu. Give recognition to each class on the monthly menu calendar, and a pat-on-the-back to foodservice staff for extra effort!
11. Provide routine updates to include in packets for review at each school board meeting. As often as possible, involve students/teachers/food service director in brief presentations to the school board to make those reports come to life.

These examples not only provide reward...through recognition of participation...but also increase awareness of the coalition. Any type of recognition, program, or strategy that advances the plans of the coalition while allowing schools or other partners to be held up within the community, and beyond, as a bright, shining example of progress will be a "win/win" partnership.



## Build personal commitment

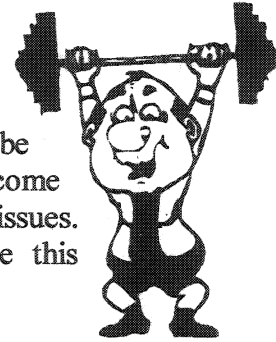
The previous actions for building teamwork were coalition "group" efforts. The influence of individuals on the collective nature of the coalition must also be considered.



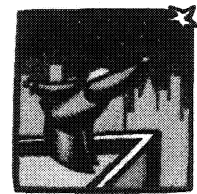
When members/partners benefit personally or professionally from the actions of the coalition, they will be much more interested in being a part of the team.

## Personal Choices

There are often misperceptions about healthy eating and activity, as well as an unhealthy focus on body size. That focus has caused people to go on “unhealthy diets,” skip meals or “over-exercise.” Making healthy eating and activity choices can be complicated. It is a very personal subject. Some people become irritated or uncomfortable when others start talking about these issues. The coalition may encounter community members who share this discomfort.



It will be difficult to build good teamwork if coalition members are unsure of their own feelings about healthy eating and activity. **Step Up and Step Out** becomes less intimidating when everyone is reminded the focus of the initiative is changing the environment to make healthy choices easier! At the same time, the coalition will be more effective if individuals understand their own feelings surrounding healthy choices. Regardless of personal feelings, nonjudgmental support for making healthy choices is important!”



## Step 1: Identifying influences of attitude on the coalition

The first step in being able to provide support for the efforts of your coalition is recognizing the impact of personal choice on others. Individuals who make healthy eating and activity choices at coalition meetings demonstrate how others can do the same!

- ♥ There is more commitment for things in which you have a personal stake. Identifying your health beliefs, attitudes, values, and goals help in the development of the coalition’s mission.
- ♥ Knowing what is important to you helps identify your area(s) of interest in coalition actions and increases motivation to create opportunities for healthy choices that benefit everyone.
- ♥ Recognizing factors that make it difficult for you and others to reach health goals makes it possible to find ways to overcome these problems.
- ♥ Recognizing the difficulties experienced by others fosters support rather than criticism.
- ♥ Creating your own opportunities to make healthy choices...demonstrating by doing...is the best way to teach children.

**Examples:**



**Example 1:** Arranging for coalition members to walk before or after a meeting, bringing healthy food choices to meetings or taking a stretch break during a meeting are ways to both demonstrate and motivate personal changes.

**Example 2:** Offering fresh fruits and veggies along with the chips at a luncheon meeting or juice and milk along with soft drinks provide healthy choices with little effort!

**Step 2: Identifying influences on personal choice**

The next step is to identify the things that influence your attitude. Many factors affect most of us nearly everyday, including:

- ♥ Family, friends, peers, co-workers
- ♥ Religious preferences
- ♥ Cultural values
- ♥ Age
- ♥ Stress in our lives
- ♥ Finances
- ♥ The ease of making healthy choices in our “world”



Recognizing factors in “your world” that shape your choices is the key for making healthy changes. Not having a choice often controls outcome. If you have ever eaten too much of something you really didn’t enjoy because it was the only thing available, you know the frustration of not having choices.



**Step Up and Step Out to consider influences!**

A personal review worksheet, *Healthy Choices*, is found at the end of this module. It takes you through factors to consider when creating opportunities for healthy eating and physical activity choices for yourself and others in your community. As you are going through the worksheet, keep in mind the following suggestions for developing healthy eating and physical activity attitudes.



## Healthy Eating Choices



- ♥ There are no “good foods or bad foods.” All foods can fit for healthy eating!
- ♥ The best guide to use for healthy eating is the Food Guide Pyramid
- ♥ The Food Guide Pyramid teaches that we recognize:

<b>Variety</b>	Variety...in the foods we eat
<b>Proportion</b>	Proportion...in the number of servings we need each day from each food group of the Pyramid and how appropriate serving sizes look
<b>Balance</b>	Balance...food intake with variety, moderation and physical activity
<b>Fat</b>	Fat...to identify where the fats are
<b>Choice</b>	Choice...to recognize when we choose, all foods can fit if we choose appropriate serving sizes and have good balance with foods at the top of the Pyramid

## See how your intake “stacks up” to the Food Guide Pyramid

1. Use the worksheet “How Does Your Pyramid Stack Up” found after the glossary at the end of this module.
2. Write down what you had to eat yesterday. Put each food in the appropriate food group of the Pyramid.
3. Estimate how many servings you had from each Food Guide Pyramid group.
4. Compare your intake with the recommendations provided on the Pyramid.

## Healthy Activity Choices



Increasing activity is not hard when you realize “It’s Everywhere You Go.” (1)

- ♥ Activity should be something to be enjoyed rather than a “must do”
- ♥ Simple, daily life-style activities can be effective without too much effort
- ♥ Activities that don’t require money or a lot of equipment may be easier to sustain
- ♥ Activity makes a great family time





## How to make healthy changes

The *Healthy Choices* worksheet will help you identify personal habit “strengths” and areas for developing healthy habits. Two resources to help adults make changes are the “Personal Energy Plan” or “PEP” (2), a 12-week self-directed worksite demonstration intervention to promote healthy eating and moderate physical activity. If you decide to develop a plan for change, it will be good to keep these tips in mind:



- ♥ Increase your chance for success by making small changes that you can build on
- ♥ Keep a record of what you want to change
- ♥ Identify a means of determining success
- ♥ Get support from others when possible
- ♥ Reward yourself for success

### Example:



Joe is a coalition member and teacher. He wants to improve his health and make some healthy changes he can model (demonstrate) for students. He completes the personal review worksheet, *Healthy Choices*, found at the end of this module to identify goals and develop a plan. An example of how Joe is using the personal review is provided below. Because he identified a way to measure healthy change, his chance for success is increased!

- Joe’s goals:**
1. Eat a healthy breakfast
  2. Increase physical activity

**Joe’s plan to achieve his goal for eating breakfast:**

1. Make a list of easy to fix breakfast ideas and post on refrigerator
2. Plan a grocery list
3. Get things ready the night before if needed

**How Joe will measure his healthy change:**

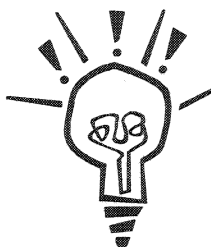
1. Make a note on the calendar each day breakfast is eaten and then check the number of days the goal was met at the end of the week!

**Joe’s plan for achieving his goal of increasing activity:**

1. Combine physical activity with classroom lessons Monday, Wednesday, and Friday for 10 min. before lunch
2. Walk with other teachers after school 3 times a week

**How Joe will measure his healthy change:**

1. Note on the lesson plan the number of days that activity is added to the classroom
2. Place a checkmark on a personal calendar to track each day that walks are taken with other teachers

**Module Tip:**

Actions speak louder than words alone. A coalition that provides opportunities for team members to reach personal goals and then recognizes the team member strengthens teamwork. When schools are recognized as “stars” on the team, the game plan is underway for sustaining a successful health initiative.

**FAQs:**

- ❑ **Question:** How long does it take to develop good teamwork?  
**Answer:** It doesn't always happen overnight and depends very much on your community and relationships that already exist. When individuals recognize some of their health goals fit with the goals of the initiative, it is easier to facilitate. Clearly communicated and executed coalition actions along with individual recognition for efforts are also required.
- ❑ **Question:** What if the coalition can't find a “first string team”, but many people that can give just a little?  
**Answer:** Many people, doing just a little can create many changes! Keeping many people in the loop prevents burnout that could happen with just a few and a devastating loss if 1 person leaves. It may be a little more of a challenge to develop strong teamwork with many people, but the same principles of communication, planning, and recognition apply.

**Module Glossary:**

**Model:** To practice in daily life the change you wish to create.

**Personal review:** A review of factors that influence personal choices for healthy eating and activity.



## ZXCReferences and Resources

- (1) ***Ready. Set. It's Everywhere You Go. CDC's Guide to Promoting Moderate Physical Activity.*** Division of Nutrition and Physical Activity, National Center for Chronic Disease Prevention and Health Promotion, Centers for Disease Control and Prevention, 4770 Buford Highway, Atlanta, GA 30341, 1-800-CDC-4NRG  
"Personal Energy Plan" or "PEP": Healthy Eating—Steps for Adding PEP to your Life; and Physical Activity—Steps for Adding PEP to Your Life. The Division of Nutrition and Physical Activity and the National Center for Chronic Disease Prevention and Health Promotion. PEP materials are available from CDC's partner, The Cooper Institute, The Division of Behavioral Science and Health Promotion, 12330 Preston Road, Dallas Texas 75230, [bshp@cooperinst.org](mailto:bshp@cooperinst.org). Phone: 800-635-7050.
- (2)



## Worksheet for Team Building

Complete the following worksheet as a group to get a start on team building.  
Examples are provided.

**1. Identify the actions your coalition takes to ensure good communication**

Example: A copy of meeting minutes is mailed to absent coalition members.

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**Additional actions that could be planned:**

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**2. Identify ways to facilitate communication or other actions**

Example: Form a committee to communicate community resources that would be available to school staff.

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**Additional actions that could be planned:**

Example: Develop a committee that includes a school administrator, teacher, and community member to determine how to use community resources .

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**3. Identify the steps your coalition takes to ensure recognition and support:**

Example: The mayor awards certificates of recognition for community service to all coalition members year.

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**Additional actions that could be planned:**

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## Healthy Choices



Each coalition member should complete this worksheet individually.

**Healthy Choices...are easier with healthy attitudes toward wellness.**

**Check attitudes below you would like to develop.**

- ☐ Healthy choices are more important for wellness than body size and appearance.
- ☐ Personal wellness goals can be made in small steps.
- ☐ All foods can fit in a healthy diet so there are no guilty eating feelings.
- ☐ Current eating and activity choices are neither good nor bad, just a starting place to set healthy goals.

**Healthy Choices...can be influenced by several factors. Check the ones below that you would like to problem-solve to your benefit!**

- ☐ Social events like movies, birthday parties, and eating out seem to make wellness difficult, *until* you learn all foods are okay with healthy portion sizes and balance with activity.
- ☐ Family, friends, and co-workers can "tempt" you with unhealthy choices, *until* you ask them to support your healthy eating and activity choices.
- ☐ Time can limit your choices when there is not enough of it, *until* you plan time for making healthy eating possible and make activity a routine.
- ☐ Stress can limit healthy choices, *until* you reduce it with stress reduction techniques such as listening to music, taking walks, or talking with a friend.
- ☐ Income/costs can be limiting, until you learn how to identify ways to fit choices in your budget.
- ☐ Health problems such as joint stress can be an excuse *until* you ask your doctor how to work within limitations.
- ☐ Age also becomes an excuse, *until* you learn how to set reasonable goals.

**Health Changes...can be a success if you remember some important tips. Use the tips below when you create a healthy plan.**

- ☐ Set small goals for a specific period of time.
- ☐ Change only a few things at once, 1 or 2 at a time are wise.
- ☐ Record the goals and dates you plan to meet them on a calendar.
- ☐ Check your progress weekly and reward your success with a healthy choice.



**Consider the following healthy eating tips to include as goals for your plan.**

- ☐ Eat a variety of food from each group of the Food Guide Pyramid.
- ☐ Eat portions recommended for each group of the Food Guide Pyramid.
- ☐ Eat fat and sugar less often or in smaller amounts, i.e., a candy bar once a week instead of every day.
- ☐ Balance food choices with physical activity.
- ☐ Plan easy to prepare, good tasting meals and grocery shop accordingly.



Consider the following physical activity tips to include as goals for your plan.

- ☐ Make small "life-style" changes like parking farther away in the parking lot.
- ☐ Increase activity at home like moving around the house during TV commercials.
- ☐ Increase recreational activity with things you really enjoy, i.e., softball vs. cycling.
- ☐ Find alternatives to fitness centers or equipment if they are not available, i.e., dancing, walking, or stretching.
- ☐ Reduce the things like TV viewing that limit activity.
- ☐ Set aside a particular time of the day for activity so it becomes a part of the routine.



Set your healthy goals, check your progress, celebrate your success, and problem-solve difficulties. An important reminder—keep it simple!

**Week 1**

What is planned? \_\_\_\_\_

What works? \_\_\_\_\_

What needs problem solving? \_\_\_\_\_

**Week 2**

What is planned? \_\_\_\_\_

What works? \_\_\_\_\_

What needs problem solving? \_\_\_\_\_

**Week 3**

What is planned? \_\_\_\_\_

What works? \_\_\_\_\_

What needs problem solving? \_\_\_\_\_